

Superb scaffolding! The worksheet makes the project look easy. Big letters guide students' attention to each separate part of the project.

# ¡A celebrar!

Nombres: \_\_\_\_\_ y \_\_\_\_\_

Fecha: \_\_\_\_\_

Clase: \_\_\_\_\_

Super job of integrating writing + speaking

A

**¿Cómo se divierten?** With your partner, create five sentences in Spanish to describe what you like to do for fun. For help, see vocabulary on page 112.

→ Excellent! Helps kids whose skills are limited experience success with the projects

B

**¿Qué celebración les gusta más?** With your partner, decide which American holiday or which celebration (birthday, wedding, anniversary, etc) you like to celebrate the most. Write five sentences in Spanish to describe what you like about it. Use the verbs gustar, divertirse and preferir.

→ Helps task seem easier.

→ Good to give examples  
→ Specific prompts like this facilitate students' success by giving them clues re: which "tools" to use

C

**¿Cómo se celebra en otras culturas?** With your partner, research how Spanish speakers like to celebrate the holiday or other celebration you chose in Part B. Using the following question words as a resource, interview a native Spanish speaker about the way they like to celebrate that event. (Neighbors, family members, kids at school may be good people to interview. See Profesora Barton if you have problems finding someone to interview.)

→ Very helpful to state this explicitly.

Wonderful  
to provide  
the question

prompts

variables

identifiers

focus

in the  
context of the  
task

instead

if

coming

notated

its

nature

1. ¿De dónde es/eres?

2. ¿Cómo se celebra \_\_\_\_\_ en su/tu país?

3. ¿Cuál es su/tu parte favorita de celebrar \_\_\_\_\_?

4. ¿A qué hora empieza una fiesta de \_\_\_\_\_?

5. ¿A qué hora termina?

6. ¿Cuántas personas vienen a una fiesta de \_\_\_\_\_?

7. ¿Cómo son las personas que acuden a una fiesta de \_\_\_\_\_ (¿familia? ¿amigos?)?

8. ¿Qué se come en una fiesta de \_\_\_\_\_?

9. ¿Qué más hay en una fiesta de \_\_\_\_\_?

10. Más. Use the following space to record any other notes about your conversation.

**D**

**¡A celebrar!** With your partner, imagine that you will host a culturally authentic celebration of \_\_\_\_\_ for all of your friends who speak Spanish. You may write an email to send, write a dialogue of a phone conversation you would have with a friend about your celebration, make an announcement or invitation, etc. [Create something that will communicate to them what they need to know about the party and that will help them want to come!]

Move this ~~scribble~~ so it follows the 1st sentence

Note that they can choose (i.e., that they are not required to do each one).

Allows students to bring in their own ideas, points of view, & unique experiences.

in the U.S.  
or in the target culture?

# iA Celebrar!

Your cultural investigation project will be evaluated according to the following standards. It will be a good idea for you to use these standards as a way for you to prepare your project. Great!

Performance Criteria	1	2	3	4
<p><u>great</u> <u>emulating</u></p> <p>CONTENT</p>	Project neglects to include any details about your activity.	Project includes one or two details about your celebration but guests still don't know enough to <u>want to come</u> .	Project includes three to four details about your celebration. They might come but aren't sure because they don't know very much.	Project includes all important details: time, place, activities, food, etc. involved. Way thorough!
CREATIVITY	Project is as exciting as a paper grocery sack. Boring!	Project is interesting, but looks like you copied it from your friend. <u>Be careful guests have some guests who want interesting, not just interesting.</u>	Project is appealing in its design but still doesn't shock the socks off of your guests.	Project's design, organization, and colors reflect substantial thought and effort. Professional quality to market to others!
<p>Consider spelling/grammar of project</p> <p>GRAMMAR</p> <p>or eval. of worksheet (or give us. it's on the rubric)</p>	Project and worksheet show little effort to write correctly. No adjective/number/gender concordance and no effort to edit. <u>Effect on guests?</u>	Project shows that partners attempted to write well but did little editing. Guests may not understand.	Project and worksheet's grammar is almost there! Only a few simple errors that make them look a little sloppy.	Project and worksheet's grammar is impeccable! You could write a grammar textbook!
<p>Authenticity</p> <p>This progression of this category</p>	Partners did not interview a native Spanish speaker to research. <u>is esp. effective b/c it shows students what to change what to move to next level.</u>	Partners interviewed a native Spanish speaker but their project looks more like they were asleep during the interview!	Partners interviewed a foreign speaker and the project reflects culture but retains characteristics of our own culture instead.	Partners interviewed a foreign speaker to research; project reflects culture of the country of the person you interviewed perfectly.

The underlined portions are especially helpful because they

Comments: draw students' attention to the effects of the criteria on the audience when it is absent

Evaluation Rubric ♦ 2008 ♦ Erin Barton ♦ barton\_erin85@hotmail.com

Nice job of claiming professional credit & responsibility for your work. Consider inserting footers on all of the assignment sheet

Friendly tone & humorous nature of criteria will result in N.A. in projects.